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THE HISTORY AND DEVELOPMENT OF
THE PRAIRIE VIEW TRAINING SCHOOL,
1916-1946

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GEE

1946

THE HISTORY AND DEVELOPMENT OF THE PRAIRIE VIEW
TRAINING SCHOOL, 1916-1946

by

Ruth Ella Gee

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Science

in the

Graduate Division

of

Prairie View University
Prairie View, Texas

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R.E.G.

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Statement of the Problem

The problem of this study is to determine the answer to the question, namely: What type of public educational organization has Prairie View Training School used prior and up to 1944? To solve this problem an attempt has been made to answer the following questions:

1. What historical developments have influenced the beginning of Public Education in the Prairie View Training School?
2. What have been the outstanding characteristics of the organization of the Prairie View Training School since 1916?

Purpose of Study

The purpose of this study is to provide all facts available on the

CHAPTER I

INTRODUCTION

This study was undertaken in an attempt to provide useful facts on the history and development of the Prairie View Training School.

Any institution or movement can be carefully understood and appreciated when its origin is known.

In making this study it has been found that no data has been compiled on the complete development of the Training School. The facts to be considered are those having to do with the development of the School from 1916-46. There are two periods considered in this historical study. The first period extends from (1916-1936). The second period extends from (1936-1946).

Statement of the Problem

The problem of this study is to determine the answer to the question, namely: What type of public educational organization has Prairie View Training School used prior and up to 1946? To solve this problem an attempt has been made to answer the following questions:

1. What historical developments have influenced the beginning of Public Education in the Prairie View Training School?
2. What have been the outstanding characteristics of the organization of the Prairie View Training School since 1916?¹

Purpose of Study

The purpose of this study is to provide all facts available on the

¹W. L. D. Johnson, Sr., "Organization of the Public Schools in Houston, Texas", Unpublished Master's Thesis, p. 3.

development of the Prairie View Training School. An attempt has been made to set forth the development of the school from the date of its organization to the present. Since there has been no organized study of its development, it is felt that a history of its development and curriculum offerings over a thirty-year period may prove an inspiration to those who may read it.

It is also hoped that this study may be used as a reference in the University and the Training School libraries to show changes in the school's development.

Scope of the Problem

This study contains data on the Prairie View Training School from 1916-1946. It includes facts concerning the establishment and need for instruction at Prairie View State Normal and Industrial College below the college level, from private instruction to the present organization. The study will go as far as possible in the (1) Administration, (2) The Underlying Philosophy, (3) Teaching Personnel, (4) Curriculum, and (5) Plant and Equipment. Such a record will reflect the progressive growth characteristic of the Prairie View Training School.

Sources of Data

These data used in making this study were secured by personal interviews of early Prairie View residents, former students, alumni, Prairie View Bulletins and Training School publications. These sources are included in the footnotes and bibliography.

Method of Procedure

The method used in this study to collect data is cited in the sources of data.

The modes of presentation are both historical and descriptive, supplemented by tabular explanation where necessary. Such a presentation necessitates a detailed analysis of the Training School for periodic intervals. For convenience the periods have been designated as of 1916-1936 and 1936-1946.

Such an analysis is made from the aspects of progress along administrative procedures, teaching personnel, scope and change of the curriculum.¹

Philosophy

The Prairie View Training School purposed that school should help boys and girls to better those desirable things essential to living. The need for the teacher was not eliminated, nor was her effectiveness in the classroom lessened. She served as a guide and counsellor to the child.

Definition of Terms

The term "administration" means plans or policies which facilitate education.

In early days "curriculum" was defined as a list of subject matter.

Reeder² defines the curriculum as "all activities and experiences in which the child engages under the direction of the school".

"Teaching Personnel" includes those members of the staff who are actually engaged in classroom instruction, and those who are prospective teachers in the system.

¹Loc. cit.

²Ward G. Reeder, The Fundamentals of Public School Administration, p. 604.

The term "Underlying Philosophy" refers to basic educational theories and principles which are responsible for the policies and procedures of Prairie View Training School.

"Plant and equipment" refer to building, permanent and movable equipment and the playground in general.

"Academy" is referred to as a private school.

Previous Related Studies

A similar study was made by Williams¹ on the development of Booker T. Washington High School of Hugo, Oklahoma. In his study he traced the chronological development of the Booker T. Washington High School from its inception to the present time.

Another related study was made by Johnson² on the "Organization of Houston Public Schools from 1905-1940". He pointed out facts on the school's organization, administrative problems, cooperation with other agencies, courses of study, enrollment, promotions, teachers and disbursements.

Bryor³ traces the development of the Lockland school system in Ohio from 1851 to 1935 and compared the present system with similar systems. His study dealt with the shift of responsibility from the school board to the superintendent. He also found that the administration of

¹ Willie Williams, "History of Booker T. Washington High School", Unpublished Master's Thesis.

² W. L. D. Johnson, Sr., "Organization of the Public Schools in Houston", Unpublished Master's Thesis.

³ Thomas Madison Bryor, "The Historical Development of A Small City System", Unpublished Master's Thesis.

the school system improved as the tenure of board members increased.

Aucion¹ traces developments in the public education in a parish in Louisiana from 1911-1938, showing the growth in the number of high schools and elimination of several elementary schools by consolidation.

Morrissey² traced the evolution of the school system from 1865 to 1938, and shows how the town dealt with its educational problems. His study included problems pertaining to school buildings, school costs, curriculum, school population, school control and associate organizations.

As Wright's Chapel School. The teacher's salary in 1912 was less than thirty-five dollars. During the time the idea of "Pay Schools" was developed to train pupils who remained on the campus. The "Pay Schools" were taught by wives of college instructors. These classes were held in the homes of the "Pay School" teachers. These teachers were paid by the child's parents.³ Pupils attended these "Pay Schools" until they had completed the seventh grade and they were then admitted by examination to the ninth grade in Junior Academy.

After satisfactorily completing the tenth grade, students were admitted to the Senior Academy. The persons eligible to enter the Senior Academy had earned eleven credits of work.⁴

Courses offered in the Academy were English, Mathematics, Science, Practical Agriculture, Home Economics, History, Foreign Language, and Music.⁵

¹ Raymond B. Aucion, "The History of Public Education in Evangeline Parish, Louisiana", Unpublished Master's Thesis.

² Thomas F. Morrissey, "A History of the Greenfield Public School System Since the Civil War", Unpublished Master's Thesis.

CHAPTER II

A BRIEF HISTORY OF PRAIRIE VIEW TRAINING SCHOOL, 1916-1936

Elementary classes were taught the early part of 1916 in the "Boys Reading Room" which had previously been a bath house. The building was located near Woodruff Hall. In the summer of 1916 the "Boys Reading Room" burned. After the reading room burned there was no building for instructional purposes set aside for teaching children, who lived on the campus of Prairie View. Some of the parents sent their children to Wyatt's Chapel School. The teacher's salary in 1916 was less than thirty-five dollars. During the time the idea of "Pay School" was developed to train pupils who remained on the campus. The "Pay Schools" were taught by wives of college instructors. These classes were held in the homes of the "Pay School" teachers. These teachers were paid by the child's parents.¹ Pupils attended these "Pay Schools" until they had completed the seventh grade and they were then admitted by examination to the ninth grade in Junior Academy.

After satisfactorily completing the tenth grade, students were admitted to the Senior Academy. The persons eligible to enter the Senior Academy had earned eleven units of work.²

Courses offered in the Academy were English, Mathematics, Science, Vocational Agriculture, Home Economics, History, Foreign Language, and Education.³

¹Statement by N. A. Jones, Prairie View Instructor, personal interview, July 3, 1946.

²Prairie View State College, 1923-24, Catalog, pp. 45-57.

³Ibid.

In 1918, the Prairie View Training School was founded by P. E. Bledsoe, then Dean of Prairie View State College. Elementary classes had been taught before on a very small scale. Plans were made to make a bigger school.¹

During the year 1919 a regular supervisor was appointed to supervise the instruction of the children. Also, during that year the school changed its location from "Old Kirby" to the "Spence" building. Some classes were taught in the Agricultural and Academic buildings. Thus, it may be seen there was no definite place to hold classes.

The Training School was under one supervisor in 1922. In that year the school changed location from the "Spence" building to an old remodeled girls' dormitory, the "Annex". Due to overcrowded, unsanitary, and uncomfortable conditions, plans were made to construct a building.

In 1925, the Wyatt's Chapel District located about one and one-half miles Northwest of Prairie View College, agreed to unite with the Prairie View District and construct a school building. This district was then known as the Prairie View District. Bridges and roads were built in order for the children to attend the school.

The structure now known as the Prairie View Training School was built during 1925. This building consisted of a one story brick four-room structure, 50 feet by 78 feet on the Rosenwald plan at a cost of \$9,000.00. It served the children of the institution and the nearby community. The school was also used as a laboratory for the training of student teachers.

¹Training School Publication Series, August, 1939, p. 3.

Three supervisors were added to the staff during the same year.

The practice teachers learned to solve problems in classroom management by actually taking charge of classes and classrooms.

Supervision was poor the first two years after the Training School was built. The student teachers were very poorly supervised.¹

The student teacher did not teach the fundamentals that would interest and meet the needs of the pupils. The parents grew very discouraged with their children's progress. There was little or no cooperation between the teacher and her pupils.²

From 1927-1929 some replacements in the teaching personnel of the Training School were made. During the same year high school students who desired were permitted to attend the Training School. The increased enrollment necessitated partitioning the original rooms built in 1925.³

The Prairie View High School's connection was broken from the Elementary School, when the increased enrollment forced the High School on the third floor of the Administration building. There were two supervisors, one Elementary and High School and an assistant for the Elementary grades.

Beginning with the regular session 1930-1931, the academy classes were discontinued as a part of the institution. Students from high schools

¹Statement by A. G. Cleaver, Prairie View Instructor, personal interview, June 18, 1946.

²Statement by F. G. Rhone, Prairie View resident, personal interview, June 18, 1946.

³Statement by A. G. Cleaver, Prairie View Instructor, personal interview, June 29, 1946.

were no longer admitted to the academy classes. These students were expected to qualify for the requirements of admission to the college division. The authorities reached this conclusion on the account of the overcrowded conditions and lack of adequate space.

During 1933-1936 there was an entirely new staff in the Training School. In 1933 the High School was moved back to the Rosenwald building with a principal of the Elementary and High School Departments and three supervisory teachers. Two of these supervisors were added by efforts of the Parent Teacher Association and by Superintendent White of Waller, Texas.

The enrollment from 1933-1936 grew from 74 to 82 pupils. No complete permanent records were kept further back than 1933; however, some inadequate and incomplete records were kept as far back as 1927-1928 and only teachers' registers were used for Elementary grades until 1942.

The curriculum of the High School was of such nature that it was adaptable to the needs and abilities of the pupils. In some instances they were allowed to select their own courses.

The courses offered from 1933 to 1936 are indicated in Table I, page 10. It will be noted that some courses were not offered every year, such as: Business Arithmetic, General Science, Geometry, and Chemistry. Home Economics, Music, Spanish, and Biology were offered each year. There was a change in the organization of the High School courses. As a result of the induction of the new types of textbooks by the State Department of Education, the Training School reorganized its courses to meet the state program.

The textbook division declared Prairie View an independent text-

book district in 1934. This enabled the supervisor of the Training School to order books directly from Austin and adopt new textbooks whenever conditions were of such nature. The Training School received \$750.00 worth of books.¹

TABLE I

COURSES OFFERED IN THE HIGH SCHOOL DEPARTMENT OF THE
TRAINING SCHOOL FROM 1933-1936

Subjects	Years		
	1933-1934	1934-1935	1935-1936
Algebra		x	x
Agriculture	x		x
Arithmetic (Business)	x		
Band	x		x
Biology	x	x	x
Chemistry			x
Civics	x		
English	x	x	x
General Science			x
Geometry	x		x
History (Modern European)		x	x
History (Early European)		x	
Home Economics	x	x	x
Mechanical Drawing	x	x	
Music	x	x	x
Physical Education	x	x	
Spanish		x	

This table shows that all classes were not offered every year.

English, Home Economics, and Music were offered each year. General Science, Spanish, Geometry, and Agriculture were not offered every year. Mechanical Drawing was offered for boys some years instead of Agriculture.

Since health is an essential part of the curriculum, the physical

¹Prairie View Training School Annual Report, 1934-35, p. 8.

health of the child is important. During the school session of 1933-1934 a physical examination was administered to all of the Training School pupils by the College Physician. It was discovered that sixteen of the children of the School were victims of malnutrition. Appeals were made to various campus organizations and cooperation was given by each. Through the generosity of the organizations and other interested persons, a mid-day hot meal was served by the Home Economics Division. Also during 1934 a unique cafeteria set up was made in the Home Economics building under the supervision of the Home Economics Division. These children were helped physically, and improvement was also noted in classroom activities.¹

In 1934, a check up on the graduates of the Practice School revealed that about 75% of all graduates go to college. This fact alone did not substantiate the idea of a college preparatory curriculum, because the remaining 25% had to be taken care of by the curriculum. The Training School developed a curriculum that took care of both groups. The first two years of the curriculum were of an elementary nature and practical value and the last two years of work tended toward college preparation with stress on practical uses of subject matter.²

The graduating class of 1934-1935 was the largest to leave the high school in this period of development since the days of the Academy. During this same year Prairie View College, through Principal Banks, a-

¹Prairie View Training School Annual Report, 1933-1934, p. 1.

²Ibid., p. 2.

warded to the highest ranking student a scholarship. This scholarship was secured for the Training School through the efforts of the Parent-Teacher Association.¹

The Parent-Teacher Association of the Prairie View Training School was reorganized in 1933, and became affiliated with the state organization. The enrollment of the Parent-Teacher Association increased to a 90% attendance.²

1. To improve student teachers and pupils through co-operative efforts of the supervisors.
2. To stimulate interest in the Department of Education so that the faculty will assist in promoting the Training School activities.
3. To teach subject matter in order to build up proper habits and attitudes which will enable pupils to meet the standard made of the Training School.
4. To improve work of the Training School that it may compare favorably with standards set up by the State Department of Education and other leading training schools.
5. To work with the student teachers that they may derive maximum information for their own development.
6. To give teachers in training the best teaching methods in the light of the progressive movement in education.

Administration

School organization and classroom management are no longer thought of as something preparatory or remote from teaching and the curriculum.

Administration included school budget making, secured revenue for running the school, saw that all money was economically expended and

¹Prairie View Training School Annual Report, 1934-1935, p. 8.

²Ibid. Prairie View Training School Annual Report, 1934-1935, p. 8.

CHAPTER III

THE HISTORICAL STUDY OF THE PRAIRIE VIEW
TRAINING SCHOOL, 1936-1946

Philosophy

The educational philosophy during this period provided for a progressive program of studies. The philosophy of the Training School during this period may be found in the following items:

1. To improve student teachers and pupils through co-operative efforts of the supervisors.
2. To stimulate interest in the Department of Education so that the faculty will assist in promoting the Training School activities.
3. To teach subject matter in order to build up proper habits and attitudes which will enable pupils to meet the standard needs of the Training School.
4. To improve work of the Training School that it may compare favorably with standards set up by the State Department of Education and other leading training schools.
5. To work with the student teachers that they may derive wholesome information for their own development.
6. To give teachers in training the best teaching methods¹ in the light of the progressive movement in education.

Administration

School organization and classroom management are no longer thought of as something preparatory or remote from teaching and the curriculum.

Administration included school budget making, secured revenue for financing the school, saw that all money was economically expended and

¹Prairie View Training School Annual Report, 1935-1936, p. 2.

and accounted for, saw that the plant was operated and kept in an excellent state of repair, assisted in curriculum construction, provided health supervision and medical inspection, measured and evaluated accomplishments of pupils, records and accounts; in brief, administration afforded leadership to the whole school organization.¹

The major problems of administration in the Training School were those of creating and maintaining an educative environment. The Annual Report for 1935-36 states that;

The Training School of any teacher training institution is the nucleus around which all activities should revolve. It serves as a laboratory for all departments of the institution. The Training School has much to offer teachers in training because of the co-operative spirit of supervisors and members of all other departments. It offers wide and varied experiences in learning situations which enable pupils and teachers in training to read unity and significance in their own lives and in their daily classroom activities.²

Teaching Personnel

The teachers of the Prairie View Training School possessed a Bachelor's or Master's degree in different fields of interest. Table II, page 15, indicates the kind of degree and the teacher's major interest. It will be noted that some majored in Home Economics, Rural Education, Elementary Education, Mathematics, English, Psychology, and Science. The teaching experience of the supervisors ranged from two years to twenty-three years and the years of college work ranged from four to seven.

There was almost a complete turnover in the teaching personnel of

¹Ward G. Reeder. The Fundamentals of Public School Administration, pp. 5-6.

²Prairie View Training School Annual Report, 1935-1936, p. 2.

TABLE II

PERSONAL DATA RECORD OF TEACHING PERSONNEL, 1942-1946

Years	Type of Degree Held B. A. or B. S. M. A. or M. S.	Major Fields	Average Years of College Work	Range of Years of Experience	Salary Range
1942-43	1	Psychology Chemistry Mathematics English General Education Home Economics Music Education	4 - 7	2 - 10	\$888.50- \$1647.00
1943-44	0	General Education History Home Economics	6	4 - 11	\$1400.00- \$1800.00
1944-45	1	Elementary Education Rural Education Administration and Supervision	5	2 - 15	\$1030.05- \$2012.50
1945-46	0	Home Economics English Mathematics Administration and Supervision Elementary Education Public School Music	5 - 6	5 - 23	\$1444.50- \$2120.00

Table II shows personal data of the Training School personnel from 1942-1946. It will be noted that with additional experience, salaries increased each year.

the high school department in 1945-46. Two of these teachers were transferred to the college department. In the past year the staff has grown from nine members to ten members.

The teachers during this period tried to assist the pupils in adjusting themselves to a changing civilization. They were interested in the growth of girls and boys in knowledge, skill and character. These teachers endeavored to develop the child's ability to meet situations; to find a way to live with his fellows; and an opportunity to exercise civic control.¹

Salaries

No records of teachers' salaries were kept prior to 1942, due to the fact that no reports were sent annually to the office of the superintendent. Table II, page 15, indicates the salaries of the Training School teachers from 1942-46. The teachers' salaries ranged from \$886.50 to \$1,647 in 1942 and \$1,444.50 to \$2,120.00. There were increases in the salaries each year.

Curriculum

In 1939 the school organization had four main departments. Each was directed by a trained supervisor. The departmental organization is as follows:

Primary department - kindergarten, first and second grades.

Intermediate department - third, fourth, and fifth grades

Upper elementary department - sixth and seventh grades

¹Prairie View Training School Annual Report, 1937-1938, p. 15.

High School - eighth, ninth, tenth, and eleventh grades.

In 1940 the Training School was reorganized on the 8-4 plan, which included grades one to eight, inclusive, in the Elementary Department, and the ninth to the twelfth grades in the High School Department. The kindergarten was eliminated in 1941-1942.

Primary Department

The pupils in the primary grades varied in chronological age and general development. It was possible and in many ways advantageous for all to engage in a single activity unit. The skills required were dependent upon the child's development or readiness. There was no fast line of demarcation between groups, such as pre-primer, first and second grades in most classroom activities. However, special drill, as reading or arithmetic, was divided into three or four groups according to ability. At the end of two or three years, according to individual progress and development the pupil was promoted to the Intermediate Department.

In order to insure a well-rounded program, to provide for the experiences in each of the main phases of human activity, a definite program in the selection of centers of emphasis was planned. The activities varied from year to year, so that the child in this Department would meet new problems.

Intermediate and Upper Elementary Departments

In planning a learning program for these grades, there were several things to take under consideration, namely, space, environment, types of pupils, time allotted, and attitudes. This program always included correlation of subject matter, emphasizing fundamentals in each

grade, to the extent that pupils would be prepared to do work of the succeeding grade with a clear understanding.¹

High School Department

The curriculum of the High School Department was of such nature that it was easily adaptable to the needs and abilities of the pupils. In some instances the students were allowed to select their own courses to the extent that they often designated the courses to be offered. The students helped to make the curriculum; in some cases the supervisors had to guide certain students into certain courses and out of others.

The curriculum of the school was integrated into the activities of other divisions and departments of the College. The Mechanical Arts, Agricultural, Home Economics, and Nursing Education Divisions cooperated by allowing the students to partake of the things offered by their Division. Thus the teachers were enabled to offer students a differentiated curriculum and an opportunity for the students to experience some of the practical values of education.

Table III, page 19, indicates the courses offered in the High School Department of the Training School from 1936-1946. There was a variety of courses offered in order to interest and meet the needs of all the students.

Table III also shows that all courses were not offered every year, such as: Spanish, Radio Communication, Band, General Mathematics, and Chemistry. Music and English were offered every year. Table IV, page

¹Prairie View Training School Annual Report, 1939, p. 4.

TABLE III

COURSES OFFERED IN THE PRAIRIE VIEW TRAINING SCHOOL HIGH SCHOOL
DEPARTMENT FROM 1936-1946

Subject	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46
Algebra (First Year)	x		x					x		x
Algebra (Second Year)									x	
Agriculture				x						
Band		x								
Biology			x				x			
Chemistry				x						
Civics										x
English & Literature	x	x	x		x	x		x	x	x
General Science	x			x	x					x
Geography (Economic)					x			x		x
Geometry					x				x	
Homemaking	x	x		x	x		x			x
History (Modern European)	x			x						
History (Early European)			x							
Mathematics (General)		x						x		
Mechanical Drawing	x								x	x
Music	x	x							x	x
Physical Education	x			x			x		x	x
Radio Communication		x	x							
Spanish										
Typing (Elementary)			x						x	
Typing (Advanced)										
Woodwork							x			

This table indicates course offerings in the High School Department from 1936-1946.

20, indicates subjects offered in the Elementary Department. All subjects in the Elementary grades were offered each year except Spanish.

TABLE IV

COURSES OFFERED IN THE ELEMENTARY DEPARTMENT IN THE
PRAIRIE VIEW TRAINING SCHOOL, 1933-1946

Subject	Year Taught						
	33-35	35-37	37-39	39-41	41-43	43-45	45-46
Language Arts							
Reading	x	x	x	x	x	x	x
Writing	x	x	x	x	x	x	x
Spelling	x	x	x	x	x	x	x
Language	x	x	x	x	x	x	x
Social Studies	x	x	x	x	x	x	x
Health	x	x	x	x	x	x	x
Elementary Science	x	x	x	x	x	x	x
Arithmetic	x	x	x	x	x	x	x
Music	x	x	x	x	x	x	x
Art	x	x	x	x	x	x	x
Spanish					x	x	x
Shop Work	x	x	x				x
Physical Education	x	x	x	x	x	x	x

This table shows courses offered in the Elementary Department from 1933-1946. No scholastic records were kept of the Elementary grades before 1933. Pupil records were kept in daily record books from 1933 to 1942. A more complete form of permanent Elementary pupil's cumulative record was adopted in 1942. During the period 1941-1945, shop work was not offered due to the war. Shops were closed to trade students only. It was offered again in 1946.

The Departments of Education, Foreign Language, Natural Science, Social Science, Music, Mathematics and Commerce gave their support in the building of courses of study and supervision of student teachers. The cooperation of the various departments helped to blend the princi-

ples of subject matter into simple practical concepts on the child's level.¹

School Records

The Prairie View Training School did not have complete permanent records further back than 1933; however, records found as far back as 1927-28 were inadequate and incomplete. Since 1933, permanent records have been improved. In 1933 a new form of high school permanent record was adopted. Letters on the development, socially, emotionally, physically, and mentally were sent to parents, as a form of reports from 1941-1943 inclusive. From 1943 the Training School teachers resorted again to the formal type of reports to parents due to a shortage of clerical assistance in typing letters to be sent to parents. The present form of permanent record card is planned to include personal data, achievement, problems relating to adjustment, activities, and testing.

Graduation

The State Department of Education required for graduation in 1939 at least fifteen units of work. A unit was the equivalent of one year of at least thirty-six weeks, on the basis of five recitations a week of 40 or 50 minutes each. Laboratory courses indicated three recitation periods and two double periods of laboratory work. Eight of the necessary units for graduation were required while seven were elective. The following represented the distribution of required units:²

¹Ibid., p. 5.

²Ibid., p. 4.

English	3 units
Algebra	1 unit
Plane Geometry	1 unit
History and Civics	2 units

The accreditation of Prairie View Training School in 1941-1942 by the State Department of Education made the school a four-year high school; therefore, the Training School was required to meet the following requirements outlined by the State Department:

Four year high schools require at least sixteen academic units for graduation. The following credits are required for graduation in a four year high school:

English	3 units
Mathematics	2 units
Laboratory Science	1 unit

Social Studies 2 units, including a full unit in American History or Civics embracing a careful study of the Federal and State Constitution or a split in American History of Civics embracing a study of the Federal and State Constitution.

The one year of a "required Laboratory Science" may be met by any course which has a laboratory technique. Two years of vocational training may be taken in lieu of Laboratory Science.¹

The number of high school students graduating each year ranged from six to twelve graduates. The largest class was that of 1942-1943.

One year full tuition scholarship to Prairie View University is awarded each year to the ranking member of the graduating class, who attends school for four years and has attained the highest scholastic average.

Enrollment

The enrollment in 1936-1937 grew from 70 to 158 in 1942 as in-

¹Texas Public School Standards and Activities of the Division of Supervision, 1943-1944, p. 13.

TABLE V

THE NUMBER OF STUDENTS GRADUATING FROM PRAIRIE VIEW
TRAINING SCHOOL FROM 1933-1946

Year	Graduates
1933-34	6
1934-35	9
1935-36	4
1936-37	8
1937-38	8
1938-39	6
1939-40	7
1940-41	7
1941-42	4
1942-43	12
1943-44	0
1944-45	9
1945-46	3

Table V indicates the number of students graduating from the Prairie View Training School from 1933-1946. No records of graduates were kept prior to 1933.

licated in Table VI, page 24. The increased enrollment from 1941-42 was due to enrollees from the Waller Independent District and the government project homes. This increased enrollment made an effective program difficult in such small quarters. In January, 1942, the High School was moved to the main part of the campus where classes were held in the Education, Science, and Agricultural buildings; a room in the Agricultural building served as a home room. High school courses were held in these buildings for two years, when in September, 1945, the high school classes were held in an old residence on the campus near the Gymnasium.

TABLE VI

PRAIRIE VIEW TRAINING SCHOOL ENROLLMENT
FROM 1936 TO 1946

Enrollment	Year
70	1936-37
81	1937-38
87	1938-39
95	1939-40
116	1940-41
158	1941-42
146	1942-43
140	1943-44
151	1944-45
141	1945-46

Table VI represents the enrollment of Prairie View Training Elementary and High School Departments. The enrollment increased in 1941 and 1942 due to the transferring of children above the fifth grade from the Waller School District and pupils coming from the government project homes within three miles from the campus. The decrease in enrollment in 1942-43 and 1943-44 was due to the war. Defense jobs

and change in teaching positions caused people to leave Prairie View and Waller County.

Training School Activities

The activities during the period from 1936-46 included Athletics, Boy Scouts, English Club, Science and Mathematics Club, Health Club, Glee Club, Honor Society, Student Council, and Spanish Club. Other organizations during this period are listed in Table VII, page 26, and also the year in which each organization occurred. The Honor Society, Student Council, Glee Club, and Spanish Clubs were organized in 1944-45.

Guidance Program

The Training School enrollment has not necessitated a well-organized program of guidance. The enrollment has been so small that each individual's difficulties and handicaps have been known by the staff. Through the flexible curriculum and the large activity program the school has been able to take care of the many forms of individual differences.

The Summer School Curriculum

The summer school sessions of the Training School open the Monday following the opening of the summer school session of the University and close the week preceding the University's closing.

The summer school serves three functions. It is possible for pupils who have missed a portion of regular work to make up work foundation; for those who wish to review with the purpose of improving their background in fundamental subjects. It also gives some pupils oppor-

TABLE VII

ACTIVITIES OF THE PRAIRIE VIEW TRAINING SCHOOL FROM 1933-46

Activities	1933-35	1935-37	1937-39	1939-42	1942-44	1944-46
Athletics	x		x	x	x	x
Assembly Programs						x
Band	x					
Band (Rhythm)	x	x	x	x	x	x
Boy Scouts	x	x	x	x	x	x
Citizenship Club		x				
Dancing Class	x		x			
Debating			x			
Drama	x	x	x	x	x	x
English Club	x	x	x	x	x	x
Girl's Reserve	x					
Glee Club						
Health Club	x	x	x	x	x	x
Honor Society						
Interscholastic League						
Mathematics Club						
Music Organization	x	x	x	x	x	x
Nature Study	x	x	x	x	x	x
New Homemakers of Texas Club						
Science Club						
School Bank Project						
School Publication	x	x	x	x	x	x
Social Clubs	x	x	x	x	x	x
Spanish Club						
Student Council						
War Saving Stamp Program						

Table VII includes activities of Prairie View Training School from 1933-1946. No record

of activities was given before 1933.

tunities to begin new subjects which they expect to take up the following session. Summer school also provides opportunities for pupils to explore fields of interest for which their programs had not allowed during the regular year.

TABLE VIII

THE SUMMER SCHOOL ENROLLMENT OF PRAIRIE VIEW TRAINING SCHOOL
FROM 1935-1946

Year	Number
1935	48
1938	55
1939	39
1941	27
1945	40
1946	46

Table VIII indicates the summer school enrollment of the Prairie View Training School from 1935-1946. No records were found of the summer school enrollment prior to 1935. The enrollment in 1938 was the highest and lowest in 1941.

Consultants and Conferences

Several prominent persons visited the Training School in 1941.

The topic for discussion in the Conference on Teacher Education in January 11, 1941, was "Newer Trends in Education". Points brought out in this conference were:

1. The best teaching situation is one where teachers and children are learning together.
2. Homogeneous grouping should be on the basis of interests, needs, experiences, and abilities.

3. How a teacher can broaden children's interests.¹

The theme of the meeting in January 30, 1941, was a "School Program that Would Enrich the Lives of Youngsters at Prairie View Training School". It was suggested during this time to separate the housing of the Elementary School from the High School Department due to the increased enrollment. It was also decided in this conference a need for more equipment in the Training School.²

In December 5, 1941, as a result of the Conference on Teacher Education, the High School was housed in a sterile environment. Three teachers worked with forty children, but the lack of equipment and materials made a rote learning situation the only possible choice.

The following books were suggested for interests of boys and girls of High School level:

- Books on Science
- Social Study Books
- Histories of People Everywhere
- Early Beginning of Various Cultures
- Books on Inventions and Their Effects Upon Our
- Ways of Living
- Books That Tell How We Live
- Reference Books and Biographies
- Handicraft Books
- Books That Will Develop an Appreciation for Art
- and Music³

As a result of these conferences the Training School staff de-

¹Conference on Teacher Education, Prairie View State College, January 11, 1941, pp. 1-2.

²Dorothy Oldendorf. "Recommendations Made to Facilitate A School Program Needed to Enrich the Lives of Youngsters at Prairie View Training School", School of Education, Northwestern University, Evanston, Illinois, January 30, 1941, p. 1.

³Prairie View Training School Report, "Conditions Noted and Recommendations Made to Prairie View College", Prairie View, Texas, December 5, 1941, p. 1.

cided that the school did not need a radical revolutionary turnover but demanded close cooperation and critical aiming of clarity, understanding and immediate goals. Retention of the best of the Old Training School program plus the constant effort to improve and add where it seemed wisest was further suggested.

The philosophy of the school was altered after these conferences. The Training School purposed that the school should help the pupils to meet needs desirable and essential to modern living. The Community School went into the Community as a Natural Laboratory and was made a part of life. The teacher served as a guide and counsellor in the child centered rather than teacher centered school.¹

The Hot Lunch Program was organized in 1941-42. The Parent-Teacher Association gave its cooperation in this program through donations of utensils, dishes, cup towels; in several cases, foodstuffs and oil cloths for table cloths were given. The parents also assisted the teachers in serving the noon meal. The children participated in serving, setting up tables, washing dishes and towels, and cleaning up following the meal.²

Plant and Equipment

The Grounds: The school grounds are comprised of five acres of land which had been beautifully landscaped. Hard surfaced walks lead to the school and surrounding area. The main campus is offset from the

¹Report of Training School and Student Teaching Committee, Prairie View, Texas, April 29, 1942, p. 1.

²Prairie View Training School Report, "What Has and Is Being Done in this Area?", 1941-42, p. 1.

road, leaving adequate vehicle parking space outside the campus. A modern concrete sanitary water fountain has been constructed on the school grounds. This water is furnished by a deep artesian well. Native and imported shrubs and trees have been added for the attractiveness of the surroundings.

Improvements have been made on the building, such as painting, converting the seven rooms into four rooms to make ample space for the elementary grades. During 1941 cloakroom racks, radio loudspeaker, and electric clocks were installed.

Playgrounds and equipment were provided for recreation on the playground, as basketball courts, football field and volley ball courts. The playground equipment included swings, seesaws, sliding boards, and croquet.¹

Building: Today the school is now housed in a four room brick building with two inside toilets. The building is a substantial brick structure with some modern equipment, heated by steam from the University's central plant and lighted by electricity from the University's power plant.

Library: The library is a remodeled classroom which has enough shelves to hold 2,500 volumes, a magazine rack, and a paper rack. The present collection contains about 1,500 general and specific reference books and 500 books of fiction including some Negro and juvenile stories. The Parent-Teacher Association and the General Education Board, through

¹Prairie View Training School Annual Report, 1939, p. 3.

the American Library Association, donated the books. Copies of magazines are furnished by the Parent-Teacher Association, teachers, and friends.¹

Laboratories and Shops: The Training School building has no provisions for laboratory work and work shop, except for simple classroom projects and demonstrations. Through the coordination program of the school, space has been provided in the buildings of the various departments and divisions for laboratory classes.²

During 1941 two rooms in the Education building were provided for the High School classes. One lecture room and laboratory was used in the Household Arts building, one room in the Agricultural building, and shops in the Mechanical Arts building were open for use of Training School. Along with the use of the rooms in these various buildings the Training School classes were permitted to use the equipment.

The High School classes for the past two years have been housed in an old house located near the University Auditorium.

¹Prairie View Training School Annual Report, 1941, p. 3.

²Ibid.

CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

A general summary of this thesis is stated as follows:

The main objective of this study was to trace the chronological development of the Prairie View Training School from its beginning to the present time.

The data used have been gathered from personal interviews, early Prairie View residents, former students, Training School Bulletins, and Prairie View College Catalogs.

The first school was taught in the "Boys Reading Room" on the college campus in 1916. In the same year the "Boys Reading Room" burned and private classes were taught by wives of college instructors in their homes. Pupils attended these private classes until they reached the seventh grade and then they were admitted to the Junior Academy of Prairie View Normal and Industrial College.

A four room, one story brick building was erected in 1925 at a cost of \$9000.00. The school served the children of Prairie View and the community. Elementary classes were held in this building until 1929, then High School students who wished to go to the Training School were permitted to attend. During this time the school building was converted into seven rooms in order to make ample space to house the High School Department. The High School students had previously attended the Academy of the College.

The enrollment increased in 1930-31 and the High School Department was moved to the main part of the campus. The High School Department re-

mained there until 1933.

In 1933 the High School Department was moved back to the Training School and remained there until 1940.

The enrollment of the Training School increased in 1940 due to the transferring of pupils above the fifth grade from the Waller School District and pupils coming from the government project homes. Thus the High School Department was again moved back to the main part of the campus and remained there until 1944. In September, 1944, the High School Department was transferred to an old house near the University Auditorium.

During this thirty-year period of development there have been nine principals.

The curriculum of the Training School is a flexible one, in that the pupils are allowed to help plan the curriculum to meet their interests, experiences and needs.

The curricula activities of the Prairie View Training School have played an important role in the following: Music, Dramatics, Football, Basketball, Honor Society, Spanish Clubs, New Homemakers of Texas Club, Boy Scouts, Girl Reserves, and others.

During the ten-year period from 1936-1946 two staff members have held the Bachelor's degree only; eight members held the Master's degree.

Conferences on Teacher Education were held at various times at Prairie View to improve the teaching techniques of the pre-service and in-service teachers of Prairie View Training School.

A summary of the findings follows.

1. The first classes were taught in the "Boys Reading Room" which was located near Woodruff Hall on the college campus.

2. The first school building was built in 1925 at a cost of \$9000.00.
3. The school was accredited in 1941-1942.
4. In 1916, there was one teacher to instruct children. There are now ten teachers on the staff.

Conclusions

This study has led to several conclusions which are herein stated.

The data show:

1. Gradual changes from private classes to newer types of instruction.
2. The gradual changes in buildings for instruction.
3. The changes in course offerings in order to meet the needs of the Training School pupils.
4. The Training School serves as a laboratory for student teachers.

From these data you can readily see the gradual growth of the Prairie View Training School from 1916-1936.

Recommendations

With considerable information secured this study suggests further study relating to the Prairie View Training School. In view of the findings, it is recommended:

1. That further study be made of Training School pupils going to college in order to improve the curriculum to meet the needs of the High School graduate, as well as those who are unable to continue.
2. A modern school building which will include a Science laboratory, Home Economics laboratory with adequate equipment, a larger library, kindergarten room, gymnasium, and rooms for other high school classes.
3. Purchasing of more outdoor playground equipment.

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